Discussion of Upcoming Accreditation Visits
Status Report Regarding Changes to Standards and Requirements
February 2014

Overview of this Report

This report presents for discussion changes to standards and requirements and the impact that resulting changes and transitions may have on the scheduled 2014 accreditation site visits.

Staff Recommendation

This is an information item for discussion purpose only.

Background

Recent legislative and policy changes have caused changes to standards and requirements that impact aspects of some accreditation site visits. The recent "Team Lead Refresher Training webcast held at the Commission on January 22, 2014, provided information about the various programs that are affected by these changes and transitions to new standards. (The archived webcast and all handouts can be accessed at http://www.ctc.ca.gov/commission/meetings.html).

Because the changes are across different credential areas and because there are different timelines associated with each change, it is beneficial for consultants, team leads, team members, and members of COA to review a summary of these various changes. Below is a table detailing the type of change/transition and the corresponding impact on the spring 2014 accreditation site visits.

Change/Transition	Impact on 2014 Accreditation Visit
Budget Constraints	- Resulted in smaller teams and shorter visits for the 2014 accreditation site visits. - Team leads will be responsible for writing some Common Standards reports. - Team leads did not attend the previsits in person. Team leads used Skype or conference call to connect to previsits. - Institutions with single programs or two programs similar to one another (General Education and Clear Education Specialist Induction programs for instance) have one fewer site visit day (three days, two nights) than in the past.
Senate Bill 5 – Lifted Unit Cap and allows 2 years for program length	Precondition 1 regarding Program Length was revised and approved by the Commission at its December 2013 Commission meeting. Institutions with Preliminary student teaching programs would be required to meet this revised precondition.

Revisions to Preliminary Teacher Preparation TPE's	• Revised TPE's aligned to the Common Core State Standards are being integrated this year and will have no impact on the 2014 accreditation site visit. A Program Sponsor Alert was released in March 2013 addressing the transition period for these revised TPEs. (PSA 13-03)
Newly Adopted English Language Learner content standards	• Transition plans are submitted and under review • Full implementation of the newly adopted EL content standards is not required until January 2015, however, 2014 accreditation site teams need to be aware that some institutions are beginning the implementation of their transition plans.
Transition to new Reading and Literacy Added Authorization and Reading and Literacy Leadership Specialist Credential (from the Reading Certificate and Reading Language Arts Specialist)	• All Reading Certificate and Reading Specialist programs have transitioned to the new standards. • Regulations have not yet passed and therefore the title of the credential does not change yet, however, the content of the programs should be aligned with the new standards.
Education Specialist transition to new standards	• Level I programs transitioned to Preliminary Education Specialist standards. All programs have successfully transitioned. Candidates must have completed the old Level I programs by January 31, 2013 so accreditation teams should not be seeing any of these candidates in the Spring 2014. • Added Authorization transitioned to new standards. • The Clear Education Specialist Induction standards are new program standards and are not a transition from the Level II program standards. Accreditation site visits will reflect new Clear Education Specialist Induction programs. Some Level II programs that may still be active since the Level II program does not expire until 2019. For more information on each of the Education Specialist changes, see Appendix A which provides, timelines, status and implications for 2014 site visits.
Administrative Service program changes	• The new Preliminary Administrative Services Standards were adopted at the December 2013 meeting, therefore, there will be no impact on the

	Spring 2014 accreditation site visits. The Clear Administrative Services standards are being presented at the February 2014 Commission and will not have an impact on Spring 2014 site visits.
	• The years of experience required has changed from 3 to 5 years as of July 1, 2013. This should be reflected during 2014 accreditation site visit. Team leads have been instructed to ensure this change is reflected in the program recommendations.
	• As of July 1, 2013, a Clear or Life credential is required prior to a recommendation for an Administrative Services preliminary credential. This should be reflected during 2014 accreditation site visit. (See Leaflet Administrative Services Credential leaflet for more information)
	• Guidelines-based clear Administrative Services credential requires that institutions assign and assess potential candidates within 90 days of entering the program. This should be identified during the 2014 accreditation site visit. (See PSA 13-08 for further information about the 90 day rule).
Intern Program Guidance	• In anticipation of the approval of regulations requiring interns programs to increase the number of preservice hours to meet the newly adopted EL Content standards, guidance is being provided to accreditation teams about the type of questions to ask and what should be evident during the site visit. For more information, see Appendix B which provides guidance and a list of possible site visit questions.
Subject Specific Pedagogy courses	• Recent changes to the Title 5 section 80499 process emphasizes the importance of individuals seeking to add a content area to a single subject teaching credential complete a subject specific pedagogy course. Guidance to teams and team leads have emphasized that a "generic" pedagogy course is not acceptable (see PSA 14-01 for further information) to meet MS/SS Program Standard 8B.

Appendix A
Education Specialist Program Changes and Transitions

Transitioned Programs		
Level I Programs to Preliminary Education Specialist Program Standards (DHH, ECSE, PHI, M/M, M/S, VI) & Other Related Services Credentials (O & M)		
Required Transition Timeline	**Status**	**Implications for Site Visit**
Transition Timeline: January 2010 through September 30, 2011 **September 30, 2011** -- Programs must have transitioned to new Preliminary Program Standards **December 31, 2011** -- Last date to enroll candidates in a Level I Program **January 31, 2013** -- The date Level I Education Specialist candidates must complete Level I Program	All programs have fully transitioned to the Preliminary program.	No institution should be offering the Level I program. There should be no candidates completing a Level I program. Important to distinguish if there are references to "Level 1" whether it is a nomenclature issue or a program issue. Review advice and assistance (handbooks, interviews) to be certain candidates are getting accurate information about the Preliminary program.
Education Specialist: Existing Added Authorization (AA) Programs to New Standards		
Required Transition Timeline	**Status**	**Implications for Site Visit**
Transition Timeline: July 2011 and September 2012 Adapted Physical Education (APE)* Early Childhood Special Education (ECSE) Resource Specialist (RSP) Speech Language Pathology (SLP) Special Class Authorization (SCA)	All Added Authorization programs have fully transitioned.	
- Special Education Webpage: http://www.ctc.ca.gov/educator-prep/special-education.html - Special Education FAQs: http://www.ctc.ca.gov/educator-prep/special-education.html (These are currently being updated but I will share this fact during the webinar.) - Education Specialist and Other Related Services Program Standards Handbook: http://www.ctc.ca.gov/educator-prep/standards/Special-Education-Standards-2013.pdf - Adapted Physical Education Handbook: http://www.ctc.ca.gov/educator-prep/standards/Adapted-Physical-Education.pdf		

*9 new standards adopted 1/2013, programs had until 12/31/2013 to transition.

New Programs, Completed IPR		
Clear Education Specialist Induction Programs		
New Programs	**Status**	**Implications for Site Visit**
These are new programs, and not transitioned programs	All Clear Education Specialist Induction Programs were approved from 2010 to date through the Initial Program Review Process (IPR).	Know the date the program was approved for your institution. Confirm the date the program began enrolling candidates into the program. Understand the program may not have completers and candidates are only partially through the program, if the program has not been operating for a full year. There likely will be no Program Assessment Document for the program, but the IPR document should be available as a resource. Team Members will review Clear Education Specialist Induction Programs as part of Program Sampling during the accreditation visit. *Be aware of whether candidates completing a Level I program are enrolled in the Clear program and whether the candidates are getting all content. (Review advice and assistance (handbooks, interviews) to be certain candidates are getting accurate information about the Level I to the Clear).

Programs Closing Down		
Level II Education Specialist Programs		
Important Dates	**Status**	**Implications for Site Visit**
December 31, 2014 - Last date to enroll candidates into the Level II Education Specialist Program **January 31, 2019** - The date candidates must finish the Level II program	Last year for candidates to enroll in Level II program.	Institutions may have candidates completing a Level II program for a few more years. If they continue to offer the Level II program, these candidates must be interviewed and be part of the accreditation system.

	Employers	Site Support/District Employees	Program Supervisors	Program Coordinators	Candidates
Ongoing Program Requirements **CS: 6, 7, 8** **MS/SS: 1** **ES:1**	• Tell me about the MOU you have with the teacher education program. How are roles and responsibilities determined including the selection and training of individuals providing support? How recently have you both reviewed it? • How do you and your partners develop and assess interns' individual development plans? • How does the employment status of an intern change upon program completion? Termination from a program? • How are the individuals providing support evaluated?	• Describe the training have you received from the Intern program and or the intern's employer. • How do you communicate progress or concerns to interns? • To program supervisors-How were you selected?	• How do you communicate progress or concerns to interns? • How do you communicate with Employers and support providers? • How were you matched with intern?	• Describe the arrangements you have with the employing school district or school. How do you communicate with employers, and on what issues/topics? How are these issues communicated with unit leadership? • How do you and your partners develop and assess interns' individual development plans? • What guidance do you provide as an intern completes the program or is terminated? • How do you determine if the preservice, support and supervision are adequate and appropriate to the intern program?	• Tell me about how this program works from your perspective. What are the major milestones for you? • In what ways to you provide feedback to the program?
Pre-Service **MS/SS: 1, 4, 7, 8, 11, 12, 13** **ES: 1, 9, 10, 11, 13, 15**	• Please share what you know about the pre-service preparation that is provided by the intern program prior to the intern(s) becoming teacher of record. Do you have a role in shaping the program? • What preservice preparation does the intern program provide intern(s) regarding English learners prior to becoming teacher of record?	• How do you communicate on the pre-service program's content and effectiveness? • How do you give input on perceived needs for improvement*?*	• How do you communicate on the pre-service program's content and effectiveness? • How do you give input on perceived needs for improvement*?*	• Describe how you develop your pre-service program. • How are decisions on content and format made? Where is the program documented? • How do you ensure that preservice is completed prior to the candidate becoming teacher of record as an intern? • Describe how candidates are prepared to teach English learners during preservice (prior to becoming teacher of record).	• What kind of work did you do prior beginning teaching in your own classroom on an intern credential? • In what ways did you learn about how to teach English learners prior to becoming teacher of record as an intern?

	Employers	Site Support/District Employees	Program Supervisors	Program Coordinators	Candidates
Support and Collaboration **CS 3, 4, 7** **MS/SS: 1, 2,4** **ES:1, 4**	• What support and supervision do you provide interns? What support and supervision does the intern program provide? How many hours annually do these activities amount to? • What support is provided for interns regarding teaching English learners? • How is the support person(s) selected? • How do you communicate with the teacher preparation program while the intern is at your school? • What problem-solving mechanism do you use?	• Describe your meetings with the teacher preparation program. • How effective is your relationship to the program? • How often do you meet with the intern(s) that you support? Are there others that also provide support to those interns? • How do you support interns in their work with English learners? If EL support is provided by someone other than you, how does that occur?	• How often do you meet with the intern(s) that you supervise? Are there others that also provide support and/or supervision to those interns? • Describe your relationship with site administrator for intern(s) you supervise? With individuals providing support to the intern you supervise? With the program coordinator? • How do you support interns in their work with English learners? If EL support is provided by someone other than you, how does that occur?	• How do you connect with the employer while the intern is at a school site? Do you have a specific communication strategy? • How is employer support and program supervision coordinated for the intern? • How do you monitor support and supervision time?	• How often do you meet with the support provider or providers from your employer? from teacher preparation support provider/supervisor? • Do you feel confident you are getting timely, quality support? What makes you feel this way? • How have you been supported when you are struggling? • How have you been supported in your work with English learners? • How do you communicate with the program if an issue arises between you and your support provider or supervisor?
Early Completion Option **ONLY MS/SS: 1**		• How are interns in the Early Completion Option supported?	• How are interns in the Early Completion Option supervised?	• How are your interns informed about the Early Completion requirements? • What might a typical intern experience be when using this option?	• Tell me what you know about the Early Completion option available to MS and SS interns.